

NAEP 2007 Mathematics Report for Idaho

Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students selected in the complex statistical sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria.

School staff make the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify which have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or took the state's alternate assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (Examples of testing accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

The results displayed in this report and in other publications of the NAEP 2007 mathematics results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states, and within a state across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website at <http://nces.ed.gov/nationsreportcard/>.

Prior to 2000, no testing accommodations were made available to the samples of students with disabilities and the English language learners in state NAEP mathematics assessments that served as the basis for reported results. In the 1996 national and 2000 national and state mathematics assessments, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test book. In mathematics, students had the option of having the test questions read aloud in English, or using a bilingual English-Spanish test book. However, in the mathematics assessment, students were not allowed to use calculators for any questions on which calculators were not permitted. NAEP has used these comparable samples to study the effects of allowing accommodations for students categorized as SD or ELL in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (visit <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>).

Tables 1-A and 1-B display the percentages of students with disabilities and English language learners in Idaho identified, excluded, and assessed under standard and accommodated conditions at grades 4 and 8.

Tables 2-A and 2-B show the percentage of students assessed in Idaho by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8.

Tables 3-A and 3-B present the percentage of students assessed in Idaho by ELL status, their average scale scores, and their performance in terms of the percentage below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 4 presents the total number of grade 4 and grade 8 students assessed and the percentage of students sampled who were excluded.

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**Table
1-A**

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status as a percentage of all students: Various years, 1992–2007

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
1992 ¹	Identified	9	10	8	7	2	3
	Excluded	3	7	3	5	1	2
	Assessed under standard conditions	6	4	5	3	1	1
2000	Identified	16	19	12	13	5	7
	Excluded	2	4	1	3	2	1
	Assessed under standard conditions	7	10	5	5	3	5
	Assessed with accommodations	7	5	6	4	1	1
2003	Identified	18	22	12	14	7	11
	Excluded	2	4	1	3	1	1
	Assessed under standard conditions	9	10	4	4	5	7
	Assessed with accommodations	7	8	7	7	2	2
2005	Identified	18	23	11	14	8	10
	Excluded	1	3	1	3	1	1
	Assessed under standard conditions	9	10	3	4	6	7
	Assessed with accommodations	8	10	7	8	2	3
2007	Identified	18	23	11	14	8	11
	Excluded	2	3	1	3	#	1
	Assessed under standard conditions	8	10	3	3	5	7
	Assessed with accommodations	8	10	6	8	2	3

¹ Accommodations were not permitted for this assessment.

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.

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**Table
1-B**

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status as a percentage of all students: Various years, 1990–2007

Year and testing status		SD and/or ELL		SD		ELL	
		Idaho	Nation	Idaho	Nation	Idaho	Nation
1990 ¹	Identified	6	—	6	—	1	—
	Excluded	2	—	2	—	#	—
	Assessed under standard conditions	4	—	4	—	#	—
1992 ¹	Identified	7	10	7	8	1	2
	Excluded	3	6	3	5	#	2
	Assessed under standard conditions	4	4	4	3	#	1
2000	Identified	14	14	11	11	4	4
	Excluded	2	4	2	3	1	1
	Assessed under standard conditions	8	7	6	5	3	3
	Assessed with accommodations	4	3	3	2	1	1
2003	Identified	15	19	10	14	6	6
	Excluded	1	4	1	3	#	1
	Assessed under standard conditions	9	8	6	5	4	4
	Assessed with accommodations	5	7	4	6	1	1
2005	Identified	17	19	12	13	6	6
	Excluded	2	4	2	3	1	1
	Assessed under standard conditions	8	7	4	3	4	4
	Assessed with accommodations	7	8	6	7	2	1
2007	Identified	15	18	10	13	6	7
	Excluded	2	4	1	4	#	1
	Assessed under standard conditions	7	6	3	2	4	4
	Assessed with accommodations	7	8	5	6	2	2

¹ Accommodations were not permitted for this assessment.

— Not available.

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2007 Mathematics Assessments.

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**Table
2-A**

Percentage of assessed fourth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, assessment year, and jurisdiction: Various years, 2000–2007

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	10*	198*	71*	29*	6*	1*
	Idaho	11	186*	83*	17*	#	#
2003	Nation (public)	11	214*	50*	50*	12*	1*
	Idaho	11	208*	59*	41*	7*	#
2005	Nation (public)	12	218*	44*	56*	16*	2
	Idaho	10	215	47	53	10	1
2007	Nation (public)	11	220	40	60	19	2
	Idaho	9	216	47	53	14	1
Not SD							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	90*	227*	33*	67*	24*	3*
	Idaho	89	229*	26*	74*	22*	1*
2003	Nation (public)	89	236*	21*	79*	34*	4*
	Idaho	89	238*	16*	84*	33*	3*
2005	Nation (public)	88	240*	17*	83*	38*	5*
	Idaho	90	245	10	90	44	5
2007	Nation (public)	89	241	16	84	41	6
	Idaho	91	243	12	88	43	6

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

NAEP 2007 Mathematics Report for Idaho (Embargoed Draft)

The Nation's Report Card 2007 State Assessment

**Table
2-B**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by students with disabilities (SD) status, assessment year, and jurisdiction: Various years, 2000–2007

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	8*	229*	80*	20*	4*	#
	Idaho	9	230*	83	17	1	#
2003	Nation (public)	11*	242*	71*	29*	6*	1*
	Idaho	10	241	75	25	5	#
2005	Nation (public)	11*	244*	69*	31*	7	1
	Idaho	10	242	73	27	3	1
2007	Nation (public)	9	246	67	33	8	1
	Idaho	9	245	71	29	5	1
Not SD							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	92*	275*	35*	65*	26*	5*
	Idaho	91	282*	24	76	29*	4*
2003	Nation (public)	89*	280*	29*	71*	30*	5*
	Idaho	90	284*	22	78	31*	5*
2005	Nation (public)	89*	281*	28*	72*	31*	6*
	Idaho	90	285	21	79	33	5
2007	Nation (public)	91	284	26	74	33	7
	Idaho	91	287	21	79	37	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

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**Table
3-A**

Percentage of assessed fourth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by English language learners (ELL) status, assessment year, and jurisdiction: Various years, 2000–2007

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	6*	199*	70*	30*	4*	#
	Idaho	4*	‡	‡	‡	‡	‡
2003	Nation (public)	9*	214*	51*	49*	9*	#*
	Idaho	6	211	56	44	7	#
2005	Nation (public)	10*	216	46*	54*	11*	1
	Idaho	8	221	37	63	10	#
2007	Nation (public)	10	217	44	56	13	1
	Idaho	8	214	51	49	10	#
Not ELL							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	94*	226*	34*	66*	24*	3*
	Idaho	96*	226*	31*	69*	20*	1*
2003	Nation (public)	91*	236*	21*	79*	34*	4*
	Idaho	94	237*	18*	82*	32*	2*
2005	Nation (public)	90*	239*	18*	82*	38*	5*
	Idaho	92	243	12	88	43	5
2007	Nation (public)	90	242	16	84	42	6
	Idaho	92	243	12	88	43	6

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; and *Advanced*, 282 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

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**Table
3-B**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP mathematics, by English language learners (ELL) status, assessment year, and jurisdiction: Various years, 2000–2007

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	3*	234*	80*	20*	2*	#
	Idaho	4	‡	‡	‡	‡	‡
2003	Nation (public)	5*	241*	74*	26*	5	1
	Idaho	5	241	74	26	3	#
2005	Nation (public)	6*	244	71	29	6	1
	Idaho	6	254	58	42	7	#
2007	Nation (public)	6	245	70	30	6	1
	Idaho	6	247	70	30	7	#
Not ELL							
2000 ¹	Nation (public)	‡	‡	‡	‡	‡	‡
	Idaho	‡	‡	‡	‡	‡	‡
2000	Nation (public)	97*	273*	37*	63*	26*	5*
	Idaho	96	279*	28*	72*	27*	4*
2003	Nation (public)	95*	278*	31*	69*	29*	5*
	Idaho	95	282*	25	75	30*	5*
2005	Nation (public)	94*	280*	30*	70*	30*	6*
	Idaho	94	283*	25	75	31*	5*
2007	Nation (public)	94	282	27	73	33	7
	Idaho	94	286	23	77	36	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same jurisdiction in 2007.

¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 mathematics scale ranges from 0 to 500. Achievement levels correspond to the following points on the NAEP mathematics scale: below *Basic*, 261 or lower; *Basic*, 262–298; *Proficient*, 299–332; and *Advanced*, 333 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2000–2007 Mathematics Assessments.

Table

4

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Number of fourth- and eighth-grade public school students assessed in NAEP mathematics and percentage excluded, by state: 2007

State/jurisdiction	Grade 4		Grade 8	
	Number assessed	Weighted percentage excluded	Number assessed	Weighted percentage excluded
Nation (public)	189,800	3	147,300	4
Alabama	3,400	2	2,700	3
Alaska	3,000	2	2,500	4
Arizona	3,700	3	2,700	3
Arkansas	3,100	3	2,400	2
California	10,400	2	8,000	2
Colorado	3,400	2	2,700	2
Connecticut	3,200	1	2,500	2
Delaware	3,300	5	2,600	7
Florida	5,500	3	3,900	3
Georgia	4,800	2	3,400	5
Hawaii	3,400	1	2,700	2
Idaho	3,600	2	2,800	2
Illinois	4,900	5	3,800	6
Indiana	3,200	3	2,600	6
Iowa	3,000	1	2,800	2
Kansas	2,900	3	2,600	4
Kentucky	3,400	3	2,500	7
Louisiana	3,000	2	2,300	3
Maine	3,000	3	2,500	5
Maryland	3,600	4	2,600	7
Massachusetts	4,200	5	3,400	9
Michigan	3,300	3	2,500	5
Minnesota	3,600	2	2,800	2
Mississippi	3,400	1	2,500	2
Missouri	3,200	4	2,700	5
Montana	3,000	2	2,500	3
Nebraska	2,900	3	2,600	3
Nevada	4,100	3	2,500	4
New Hampshire	3,300	2	2,700	3
New Jersey	3,400	2	2,700	3
New Mexico	3,200	4	2,700	3
New York	4,600	2	3,600	3
North Carolina	5,600	2	4,100	2
North Dakota	2,800	4	2,200	6
Ohio	3,800	5	3,400	7
Oklahoma	3,300	5	2,400	8
Oregon	3,500	3	2,600	3
Pennsylvania	3,500	2	2,700	4
Rhode Island	3,200	2	2,600	3
South Carolina	3,600	2	2,600	5
South Dakota	3,200	1	2,800	2
Tennessee	3,200	6	2,700	6
Texas	9,400	5	6,800	6
Utah	3,700	2	2,700	3
Vermont	2,700	2	1,900	4
Virginia	3,600	5	2,600	7
Washington	3,800	3	2,900	4
West Virginia	3,100	1	2,800	2
Wisconsin	3,200	3	2,600	5
Wyoming	2,700	2	1,900	2
Other jurisdictions				
District of Columbia	1,900	6	1,800	10
DoDEA ¹	3,300	2	1,600	2

¹ Department of Defense Education Activity Schools (domestic and overseas).

NOTE: The numbers of students assessed are rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

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